



## College of Hospitality Management

### Suan Sunandha Rajabhat University

#### Thai Qualification Framework for Higher Education (TQF5) : Course Report

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The Course Report herein refers to the teaching and learning report of a lecturer at the end of each semester course. The report includes an assessment whether the course was conducted as planned in the course specification and, if not, suggestions for improvement. The report also presents student academic results, the number of students for the duration of the course, course management problems, an analysis of the course evaluation result from students/Head of Department or external auditor, an opinion survey of employers, and suggestions to the course coordinator for improvement and development.

The Course Report consists of 6 sections:

Section 1	General Information
Section 2	Teaching and Learning Management Compared to a Teaching Plan
Section 3	Summary of Teaching and Learning Result
Section 4	Problems and Effects of Course Management
Section 5	Course Evaluation
Section 6	Improved Teaching Plan

#### Course Report

Name of Institution : Suan Sunandha Rajabhat University  
 Campus/Faculty/Department : Bangkok campus

#### Section 1: General Information

Course title and code : IBL2422 French II  
 Pre-requisite : None French II  
 Responsible faculty, lecturer, and section : Dr. Niracharapa Tongdhamachart  
 Course semester/academic year : Semester 3/2024  
 Place of study : College of Hospitality Management, Suan Sunandha Rajabhat University, Nakhon Pathom

**Section 2: Teaching and Learning Management Compared to a Teaching Plan**

## 1. Planned teaching hours compared to actual teaching hours

Specify teaching topics, teaching hours according to the plan, and actual teaching hours. If the actual teaching hours are different from the plan by more than 25%, specify the reasons.

Week	Topic/Outline	Periods	Learning Activities and Medias	Lecturer(s)
1	Introduction to French	3 hours	<ul style="list-style-type: none"> <li>- Direct instruction</li> <li>- Group discussion</li> <li>- PowerPoint</li> </ul>	Dr. Niracharapa
2	Learning alphabet and accents	3 hours	<ul style="list-style-type: none"> <li>- Direct instruction</li> <li>- Problem-based learning: Case study</li> <li>- PowerPoint</li> <li>- VDO</li> </ul>	Dr. Niracharapa
3	Understanding genre of French	3 hours	<ul style="list-style-type: none"> <li>- Direct instruction</li> <li>- Problem-based learning: Case study</li> <li>- PowerPoint</li> </ul>	Dr. Niracharapa
4	Nouns, articles and pronouns in French	3 hours	<ul style="list-style-type: none"> <li>- Direct instruction</li> <li>- Group discussion</li> <li>- PowerPoint</li> </ul>	Dr. Niracharapa
5	How to say times, days, months and years	3 hours	<ul style="list-style-type: none"> <li>- Direct instruction</li> <li>- Group discussion</li> <li>- PowerPoint</li> </ul>	Dr. Niracharapa
6	Midterm examination	3 hours	<ul style="list-style-type: none"> <li>- Online Examination</li> </ul>	Dr. Niracharapa
7	How to say numbers	3 hours	<ul style="list-style-type: none"> <li>- Direct instruction</li> </ul>	Dr. Niracharapa

			<ul style="list-style-type: none"> <li>- Problem-based learning: Case study</li> <li>- PowerPoint</li> </ul>	
8	<b>interrogation</b>	3 hours	<ul style="list-style-type: none"> <li>- Direct instruction</li> <li>- Group discussion</li> <li>- PowerPoint</li> </ul>	Dr. Niracharapa
<b>Week</b>	<b>Topic/Outline</b>	<b>Periods</b>	<b>Learning Activities and Medias</b>	<b>Lecturer(s)</b>
9	<b>How to ask age</b>	3 hours	<ul style="list-style-type: none"> <li>- Direct instruction</li> <li>- Group discussion</li> <li>- PowerPoint</li> </ul>	Dr. Niracharapa
10	<b>How to ask nationality and country</b>	3 hours	<ul style="list-style-type: none"> <li>- Direct instruction</li> <li>- Group discussion</li> <li>- PowerPoint</li> </ul>	Dr. Niracharapa
11	<b>Verb conjugation Present tense</b>		<ul style="list-style-type: none"> <li>- Direct instruction</li> <li>- Group discussion</li> <li>- PowerPoint</li> </ul>	Dr. Niracharapa
12	<b>Verb conjugation Past tense</b>	3 hours	<ul style="list-style-type: none"> <li>- Direct instruction</li> <li>- Group discussion</li> <li>- PowerPoint</li> </ul>	Guest speaker
13	<b>Verb conjugation Present tense</b>	3 hours	<ul style="list-style-type: none"> <li>- Direct instruction</li> <li>- Group discussion</li> <li>- PowerPoint</li> </ul>	Dr. Niracharapa
14	<b>Verb conjugation Present perfect</b>	3 hours	<ul style="list-style-type: none"> <li>- Direct instruction</li> <li>- Group discussion</li> <li>- PowerPoint</li> </ul>	Dr. Niracharapa
15	<b>Adjectives and adverbs</b>	3 hours	<ul style="list-style-type: none"> <li>- Direct instruction</li> </ul>	Dr. Niracharapa

			<ul style="list-style-type: none"> <li>- Group discussion</li> <li>- PowerPoint</li> <li>- Group/individual projects</li> </ul>	
16	<p>communication in various situation</p> <ul style="list-style-type: none"> <li>• Trip</li> <li>• Family</li> <li>• Hospital</li> <li>• restaurant</li> </ul>		<ul style="list-style-type: none"> <li>- Direct instruction</li> <li>- Group discussion</li> <li>- PowerPoint</li> <li>- Practice</li> </ul>	Dr. Niracharapa
17	Final examination	3 hours	- Online Examination	Dr. Niracharapa

## 2. Teaching topics not covered as planned

Specify topics that are not covered according to the teaching plan. The lecturer may consider whether the main points of the topics affect learning outcomes at both the course and program levels. If there is any impact on student learning outcomes, give suggestions.

Teaching Topics Not Covered As Planned	Effects to Learning Outcomes	Provide Any Suggestions
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## 3. Efficiency of teaching towards learning outcomes, as specified in course design

Specify whether teaching methodology can lead towards achievement of all domains of learning outcomes, as articulated in course specification. Specify problems found in teaching. Give suggestions.

Domains of Learning Outcomes	Teaching Methodology and Activities in Class	Efficiency		Setback During Teaching and Suggestions
		Yes	No	
<b>Ethics and Morals</b> <ol style="list-style-type: none"> <li>1. Honesty</li> <li>2. Integrity</li> <li>3. Responsibility</li> <li>4. Punctuality</li> <li>5. Tolerance</li> <li>6. Confidence</li> </ol>	<ol style="list-style-type: none"> <li>1. Rule setting such as attending classes regularly and on time</li> <li>2. Group discussion</li> <li>3. Group work Responsible for given tasks and be honest in working and examination</li> </ol>	√		More reviews every week.
<b>Knowledge</b> <ol style="list-style-type: none"> <li>1. Can apply knowledge in real working time</li> <li>2. Creative use of the French language</li> <li>3. Understand in working process up to standard</li> </ol>	<ol style="list-style-type: none"> <li>1. Explain and conclude ideas through teaching documents</li> <li>2. Single assignment and discussion</li> <li>4. Quiz in class</li> </ol>	√		-

4. Good attitude towards profession and work based on moralities and ethics in practical situations				
<b>Cognitive Skills</b> 1. Can apply theoretical section and practical part to actual environment 2. Can analyze situations in real time	1. Practice and ideas conclusions 2. Assignment of group discussion and report 3. Group analysis	√		Apply theory to real life , more practice

Domains of Learning Outcomes	Teaching Methodology and Activities in Class	Efficiency		Setback During Teaching and Suggestions
		Yes	No	
<b>Interpersonal Skills and Responsibilities</b> 1. Relevant interpersonal skill and classmate 2. Skill of creation and maintenance of interpersonal relationship with colleagues and gain and loss people 3. Professional practice with self-responsibility and public responsibility based on moralities and ethics of mass communicators 4. Being leader and follower while working development	1. Explain and conclude ideas through teaching documents 2. Group works assignment 3. Group discussion	√		More two-way communication in class. Class participation is a must. Class review is needed.
<b>Numerical Analysis, Communication and Information Technology Skills</b> 1. Effective communication skill which are listening, speaking, reading and writing skills 2. Information technology and new media usage skills to support the class such as information searching via internet	1. Communicative technology usage practice such as assignment sending via google classroom and website 2 presentation skill by using proper forms, tools and technology	√		Website and more chats after class. Peer assignment

4. Teaching improvement

Suggest strategies to your department to improve teaching methodology based on problems found in Section 2, No. 3.

Suggestions: More lesson review, mentorship, retention program, more practices

**Section 3: Summary of Teaching and Learning Results**

- 1. Number of students registered for the course : 51 students
- 2. Number of students at the end of the semester : 51 students
- 3. Number of students who withdrew from the course : - students
- 4. Distribution of scores level (grade)

Student's Score as Percentage	Grade	Total	Percentage
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86-100	A	1	1.96
82-85	A-	2	4
78-81	B+	2	4
74-77	B	5	9.8
70-73	B-	2	4
66-69	C+	4	7.84
62-65	C	2	4
58-61	C-	5	9.8
54-57	D+	4	7.84
50-53	D	2	4
46-49	D-	0	0
0-45	F	0	0
-	W	0	0
	i	22	43.14
			100

5. Factors influencing unusual scores level: None

6. Errors from (grade) assessment plan

6.1 Errors about setting time for assessment

6.1.1 Specify errors and reasons.

6.1 Errors Due To Timing	Reasons

6.2 Errors about assessment techniques

6.2.1 Specify errors and reasons.

6.2 Errors Due To the Assessment Techniques	Reasons

7. Revision of student efficiency

Specify methods of revision and summarize the results

Method of Revision	Conclusion
More quizzes	

**Section 4: Problems and Effects of Course Management**

1. Teaching resources and facilities problem

1.1 Specify problems about teaching resources and facilities and their impact.

Problems	Impacts

2. Management and organization problem

2.1 Specify problems about management and organization and their impact on student learning.

Problems	Impacts

**Section 5: Course Evaluation**

1. Result of student course evaluations (please see attachment.)

1.1 Feedback from student evaluations

1.1.1 Specify strengths and weaknesses.

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1.2 Lecturer’s opinion of student feedback

Two- way communication and more practice
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2. Result of course evaluation from other evaluation methods.

2.1 Feedback from other evaluation methods

2.1.1 Specify strengths and weaknesses.

Strength :
Weakness

2.2 Lecturer’s opinion of feedback

Students did not submit homeworks/assignment,
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**Section 6: Improved Teaching Plan**

1. Progression of improved teaching plan as presented in the previous course report.

1.1 Specify an improved teaching plan that was proposed in the previous semester/academic year, and describe whether it was conducted as planned. If not, give reasons.

An Improved Plan	The Result
Review more lessons /more speaking/quizzes	They will understand more and eager to study.

2. Other methods for course improvement

2.1 Briefly describe how to improve the course, e.g., new teaching methods for the current semester/academic year or new teaching instruments.

More group discussion and assignments including individuals
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3. Suggestion an improvement of the plan for the next semester/academic year

3.1 Specify a plan with expected deadlines and person who is responsible.

Proposed Plan	Deadline	Responsible Lecturer
More discussion and lesson review	Every week	Dr. Niracharapa Tongdhamachart

Reported by : Dr. Niracharapa Tongdhamachart

Submitted Date : June 2025